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Development of professional-oriented competence through language and content integrated technology

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Abstract

Relevance. Recent acculturation of foreign language education (FLE) and movement towards competency-based approach has put forward as a goal the emergence of professional-oriented competence. This paper presents a brief overview of research on professional-oriented competence through content and language integrated learning in the Republic of Kazakhstan.

Purpose. This study aims to help assess future teachers' strengths and weaknesses in professional-oriented competence development. Literature relevant to the topic was studied in order to understand how to improve linguistic and, in general, verbal communication between the teacher and students.

Methodology. The methods used in this study are experimental in nature, implying tests and tasks for certain groups of subjects. The questionnaire was developed to obtain information about future teachers' view who are going to work at the profile school on using content and language integrated technology and diagnose possible professional knowledge gap in this study.

Results. The model of future foreign language teachers' research competence development has been constructed; a system of tasks based on digital resources has been suggested and experimental work was provided to show the efficiency of the model designed.

Conclusions. Conclusions of this study confirm the importance of the professionally oriented competence development model for achieving more effective communication in terms of information exchange and the learning process.

Keywords: motif; mysticism; Kazakh literature; prose; story; mystical.

Introduction

The growth of economic, political, and cultural relations and the development of mass media that characterize the growth of integration in education contribute to increasing the status of a foreign language as a means of communication in professional activities. According to Educational development concept [1], an important modernization guidance of the whole foreign language

process is the program "Intellectual nation – 2020" initiated by the First President of Republic of Kazakhstan N.A. Nazarbayev, in which the utmost level of realization and intellectualization of education is profile learning, which is aimed at the differentiation of educational process. It should also be noted that profile learning should be implemented on the base of trilingual education with the integration of content and language. Hence, in high schools

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the subjects as ICT, chemistry, biology and physics should be taught in English. The subsequent transformation is associated with a wide range of opportunities and prospects, because knowledge of a foreign language as a separate component does not provide a pragmatic value for the development of society. However, it provides for a gradual reorientation of the language into a functional unit of perceptual and receptive forms of foreign language professional-oriented competence formation in the process of implementing content and language acquisition in a profile school. Consequently, the development of professional-oriented competence in future foreign language teachers is in a great demand. Over the last decade, profile learning and professional-oriented competence have begun to capture the attention of policymakers in the field of education in the Republic of Kazakhstan. Content and language integration is one of the training module designed by Nazarbayev Intellectual Schools for teachers of the renovated content of education [2-4].

Z.I. Konnova [5] thinks that the modern qualitative result of education is a pre-selected composition of certain competencies reflected in the competence model of education as corresponding to the customer's order. The necessity to resolve the problem of research as a theoretical and methodological justification for the use of content-integrated technologies in the process of forming professional-oriented competence of profile schools' students identified the aim of research to provide practical development of a model for the formation of foreign-language professional-oriented competence of profile schools' students on the basis of content and language integrated technologies. Thus, we hope that in the future the practical significance of the thesis will be useful for future generations after proving the hypothesis in applying the results of research that includes writing methodological recommendations and constructing the conceptual model of forming professional-oriented competence.

Literature Review

S.S. Kunanbayeva [6] analyses professional-oriented competence as the ability and readiness of the student to solve professional problems and carry out professional activities in a foreign language, which is achieved in the process of self-education. Content of the issue as an urgent need of the modern society should provide a more meaningful interpretation of the extended research term "intercultural communicative competence" making it obligatory for all graduates to have this block of communicative and professional foreign language competence and to work professionally at the level of international interaction between Economics and law, diplomacy and culture, science and education, business and tourism, and other areas of international integration that are deepening in the context of globalization.

Vardanyan [7], Zeer [8] and Slastenin [9] consider professional-oriented competence as an integrative characteristic of a specialist, reflecting his readiness and ability to use theoretical knowledge and practical experience to solve professional problems at the level of functional requirements of the European standard. Therefore, we can e about the professional competence of identity. They also point out that professional-oriented

competence is a multi-aspect characteristic of a specialist that includes a set of cognitive, integral-technological, motivational-volitional and reflexive-communicative components that reflect the level of their ability to effectively perform professional activities and the degree of readiness for professional development in the context of globalization and internationalization [6; 10-13].

E. Gnatishchina [14] allocated two central blocks of professional-oriented competence: the block of adaptive (starting) and the block of locomotive ("stimulating") competencies. The combination of these blocks or block substructures allows to provide a perspective orientation of graduates' professional-oriented competence.

A. Zakharova [15] stresses that a generalized idea of professional competence is provided by the model developed in the course of the study, which accumulates the interpenetrating, informational, axiological and operational fields of professionally significant competencies of learners.

Thereby we define professional-oriented competence as an ability and readiness to communicate in a foreign language in specific professional, business, scientific fields and situations taking into account the features of professional thinking. Professional-oriented competence is the final result of the process of teaching foreign languages. It reflects a high level of language training of a specialist, allows you to operate with special terminology ensuring success in the upcoming situations of professional activity [16-18].

We think that above mentioned competence can be successfully developed through content and language integration. The term content and language integrated learning was appeared in the middle of the last century and continues to be actively developed both in theoretical and practical terms [19]. The integrated learning technology has two sides. On the one hand, the educational process is aimed at forming students' linguistic competence of knowledge, skills and abilities within the system of the target language in the unity of its phonetic, lexical and grammatical aspects. On the other hand, the focus is on the ability to use a foreign language for communication in the professional sphere which, first of all implies the possession of special vocabulary and knowledge of the subject. D. Marsh and M.J. Frigols [20] emphasize that the use of content and language integrated technology is aimed at achieving two goals: learning a foreign language and acquiring an academic discipline.

D. Graddol [21] believes that the use of content-language integrated learning allows students, first of all to significantly improve the level of foreign language proficiency. Author also considers a foreign language, in particular English as a core skill, which allows students to develop communication skills at a high level. S. Darn [22] also highlights two main principles of using content and language integrated technology in foreign language learning process: foreign language is a means of acquiring knowledge and communication; the content of the subject determines the language structures that is necessary for studying.

According to "4C" by D. Coyle et al. [23] a foreign language lesson should be based on the content and language integrated learning that include the following elements: Content is the acquisition of knowledge as well

as the formation of skills and abilities within the curriculum; Communication is use of a foreign language for teaching and simultaneous teaching of a foreign language; Cognition is the development of cognitive skills that act as a link between the ability to formulate concepts

(abstract or concrete), foreign language and the perception of information; Culture involves the formation and development of general cultural competence (Figure 1).

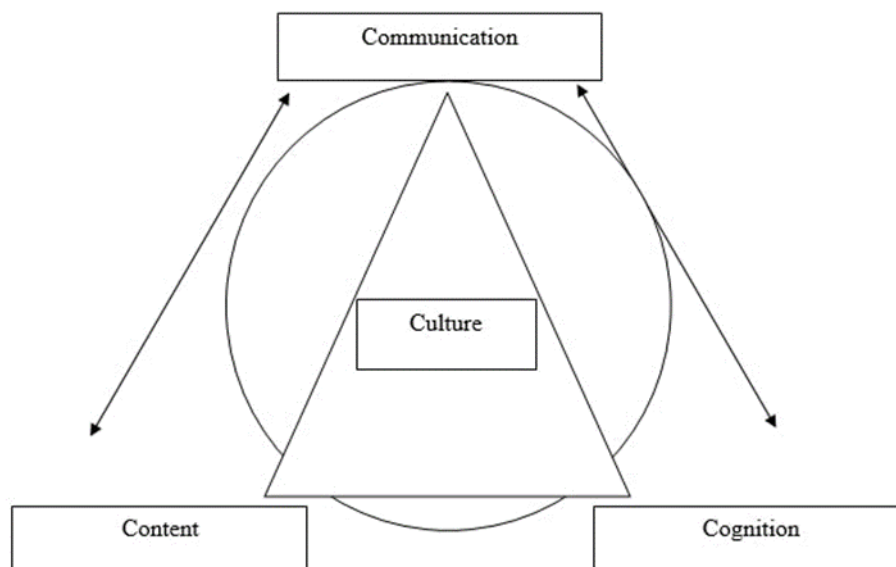


Figure 1. The pyramids of content and language learning

Meyer has created a CLIL – Pyramid which is based on the 4Cs-Framework. This CLIL- Pyramid is an integrative planning tool which can be according to Meyer [24] used in teacher training across Europe.

Lyster [25] mentions that content and language integrated technology should have the following characteristics: the lesson should integrate the formation of both receptive and productive speech skills; it is usually based on a text or audio representation of the text; the use of language structures and language units is functional and is determined by the content of the studied discipline; learning a foreign language is based on not only grammatical approach but also lexical one; individual approach is widely used. The development of professional-oriented competence contributes to self-control, evaluation of activity and successful communication. It determines the essential analysis of the following methodological concepts of a given model, such as cognitive-lingua cultural methodology, context-oriented competence, theory of bilingual learning, and various other concepts based on the dimensions of understanding required.

The first method we use is the method of modelling. A number of requirements should be considered during the construction of the model: the completeness of the model is the ability to reflect all the features of original objects and phenomena. Simplicity and validity – the model's ability to provide explanations and reasons for the observed phenomena. Adequacy – the model should demonstrate maximum similarity with the simulated object; rationality – economical and reasonable use of all necessary resources during the model application; accuracy – the ability to perform the required operations in the course of the study of an object, and obtaining corresponding results using those formal tools that are provided by the model. The modelling process can be divided into four main aspects: the construction of the model, the study of the model, the transfer of the gained

knowledge about the model to the original object, the practical application of the gained knowledge. Therefore, it is necessary to establish similarity between the model object and the original one. It requires sufficient knowledge about the original object, it is necessary to determine the “cognitive opportunities” of the constructed model of the studied object or phenomenon. The model must reflect the essential features of the original object, but it should not be identical to the original one. In addition, we developed the principles of future teachers’ professional-oriented competence development based on content and language technologies.

One of the main components of modelling are principles on the basis of which the goals and objectives of the designed object are implemented. The concept of "principle" is a fundamental foreign language methodology, which is usually understood as the main or initial position of a theory, method or science considered as an axiom. According to S.S. Kunanbayeva [26] principles are the initial provisions that being implemented in the content, organization, methods and techniques of training determine the strategy and tactics of training. The principles have a diverse range: from defining the entire learning process to mastering any type of speech activity. In the theory and practice of modelling, when studying any complex systems, it is customary to follow specially developed principles.

A. Verbitsky [27] the founder of the competence approach in training, emphasizes the fact that the changing of the social and working environment will require a specialist to be competent in the field of household, cultural and leisure activities, to be tolerant to cultural differences, to be adaptable to new situations, to be responsible for the quality of his work.

Problem-based training as a method implies not only the obtaining of the new knowledge, but also learning the new ways of actions, as well as understanding of

conditions under which these actions can be implemented in the most successful manner. Problem-based training examines the features of the obtaining information by solving a problem situation. N.N. Morozova and I.M. Fadeyeva [28] points out that a problem situation characterizes the certain mental state of a student that occurs when performing the task, which requires discovering (assimilation) of the new knowledge about the subject, methods or conditions of the task. Assimilation or discovering of something new in this case coincides with the changes in mental state of the student which is a micro stage.

Materials and Methods

To construct a model of the professional-oriented competence development through content and language technology it was important to determine the abilities, which must be developed among students, future foreign language teachers. The analytical cognitive stage of the model shows that that mastering foreign language communication should begin with the activation of speech-thinking activity namely with familiarization with the main types of speech activity and ways of revealing the topic in the language built with varying degrees of problem

solving. This stage included the readiness to understand the system of concepts and categories in the context of specialized language training; to recognize and classify concepts and categories of content-integrated language learning; to allocate a significant core, to reproduce the individual concepts; be able to explain certain terms in a foreign language. The conceptual accumulating stage was necessary to acquire the content, to accumulate to search and process the information. The modelling stage of professional-oriented competence was realized through abilities and readiness to solve professional problems with the help of various approaches, to simulate all possible results of solving a professional problem, intuitively feel the contradictions that arise in the course of solving a professional problem and to choose the best way and result of solving a professional problem based on intuition and analysis of all the pros and cons. The pragmatic creative stage was s stage of a pragma-creative nature, which involved first of all, the ability to think critically; to resume the outcomes and prove results and finally to develop imagination and reflection. Thus, we present the conceptual model of professional-oriented competence (Figure 2).

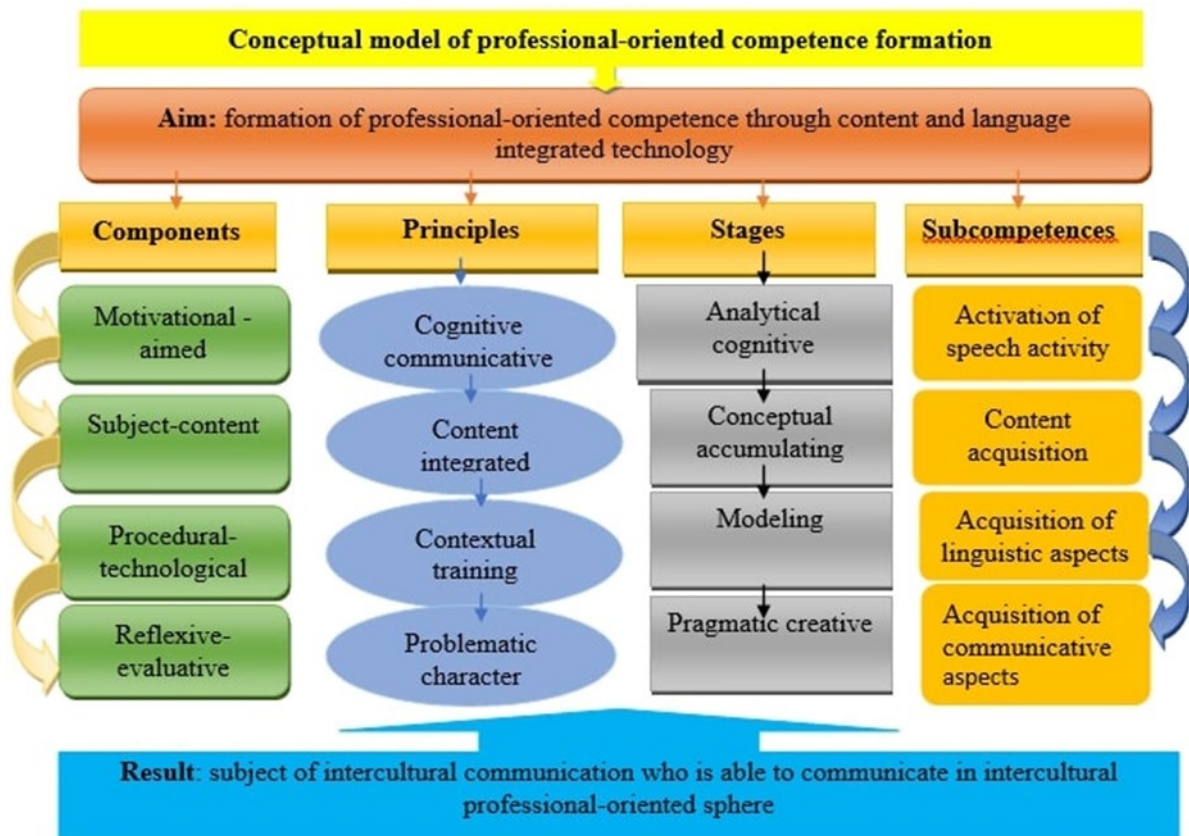


Figure 2. Conceptual model of professional-oriented competence development

Results and Discussion

It is important to notice, that these abilities can be formed if the students have self-reflection as well as the ability and readiness to. Thus, we can conclude that professional-oriented competence is an integral component of the future professional activity of new formation specialist who has to act in conditions of changing circumstances of the surrounding reality and therefore requires purposeful formation and development. On first inspection, it might

appear that the process of formation of professionally-oriented competence should be based on the principles of cognition, problem-solving, cognitive activity of the subject of educational process and critical understanding of the formation sequence of this competence. We agree that the process of forming a foreign language professionally-oriented competence should go through successive stages determining sub competencies and communicative tasks for each of them. Finally, content and

language integrated technologies are the leading device for the formation of professional-oriented competence.

Before the application of our model, we had to find how far future foreign language teachers realize the importance of professional-oriented competence and whether they understand that a professional-oriented competence is formed with the help of content and language. So, to test the effectiveness of our model we suggest the study community, that is sampling method. We interviewed 60 students of the second course who are going to work at the profile school as a teacher of foreign languages after the graduation of BA University program.

The results of the first picture (Figure 3) show that 52.6% of the students do not realize that research competence is an integral component of their future career. Only 15.4% of respondents understand that their professional activities will certainly include research activities and 32% of future teachers had difficulties with

answering the question. Old educational program is one of the reasons of such results. It does not have a specific course of professional orientation to form appropriate competence. Unfortunately, above mentioned educational program does not allocate enough hours for teachers and students to understand the specifics of professional orientation within the frame of profile school. However, administration of profile school makes an attempt to conduct professional direction through various approaches and methods.

The results of the second picture (Figure 4) show that 40.2% of respondents would use content and language technologies; others think that paper textbooks, journals and face-to-face contacts are more efficient. Therefore, the results of questioning demonstrate the necessity to organize a specific work for students to form a professional-oriented competence.

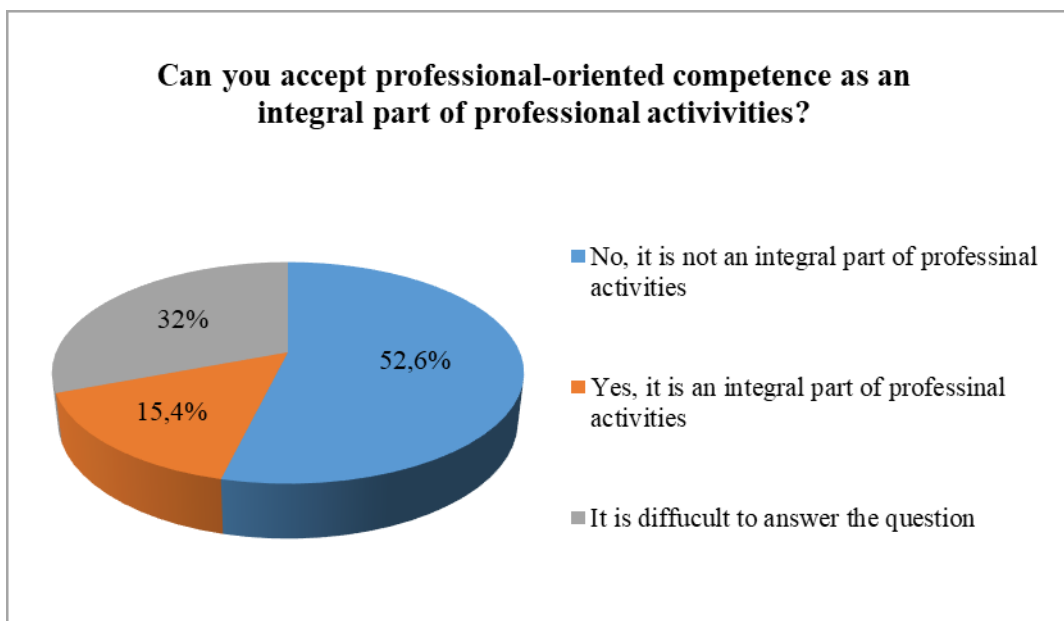


Figure 3. The results of the questioning showing how far future FL teachers accept professional-oriented competence as an integral part of their professional activities

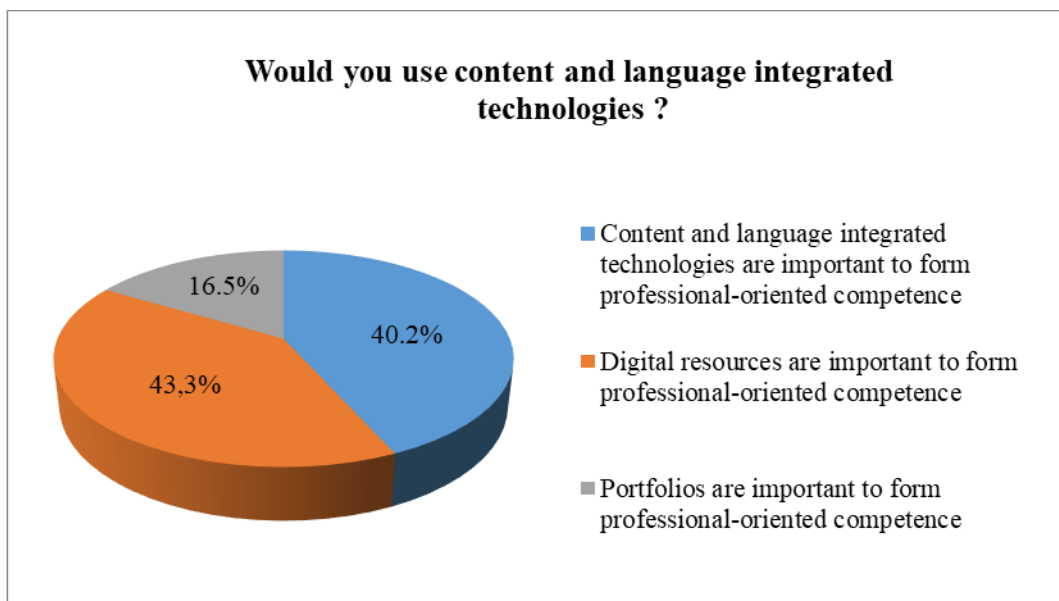


Figure 4. The results of the questioning showing the significance of content and language technologies in the process of professional-oriented competence development

The first step of making a glossary was to select necessary literature and sources. It was assumed that the dictionary would be used by senior of profile schools (grades 8-11) so the sources were school textbooks in Biology with Russian instructions. The second stage of glossary included the selection of narrowed specialized vocabulary in Biology from the provided sources. For achieving this goal students had to review each unit, topic and even paragraph of textbooks to select appropriate specialized terms on the subject "Biology". The third stage of this work consisted in structuring the selected lexical units in alphabetical order. Using the Microsoft Excel computer program, the selected lexical units were structured in alphabetical order in English with interpretation.

After the experimental work, a post-experimental diagnostics of professional-oriented competence development level was carried out in experimental and control groups. The results of the post-experimental diagnostics were based on the mathematical data processing (Table 1). The dynamics of professional-oriented competence development in experimental and control groups was notably different. The students from experimental groups have demonstrated the improvement of all testing parameters, while the students from control groups have not demonstrated significant improvement of the tested abilities (Figure 5).

Table 1. The results of pre and post-experimental diagnostics

Parameters of research competence assessment	Cross-section	EG		CG	
		Average %	Difference in rates of growth %	Average %	Difference in rates of growth %
An ability to assess information critically and formulate the notions and terms	Pre Post	2.7% 5%	+2.3	2.7% 3.3%	+0.6
An ability to collect, analyse and interpret data	Pre Post	2.3% 4.3%	+2	2.3% 3.6%	+1.3
An ability to draw the conclusion related the original problem	Pre Post	2.1% 4%	+2	2.3% 2.6%	+0.3
An ability to apply CLIL for generating ideas and reflection	Pre Post	2.3% 4%	+1.7	2.7% 3%	+0.3
An ability to prove the significance of the obtained results with arguments	Pre Post	1.7% 4.3%	+2.6	2.1% 3.3%	+1.2
An ability to identify the areas for practical application of the results	Pre Post	2.1% 4.6%	+2.5	2.3% 3.6%	+1.3
Average	Pre Post	2.2% 4.3%	+2.1	2.4% 3.2%	+0.8

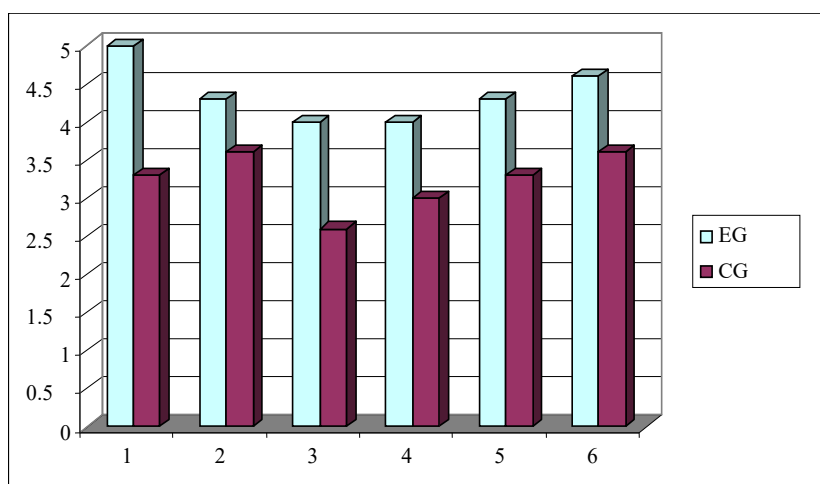


Figure 5. The results of post-experimental cross-sections in EG and CG

On the basis of the selected criteria we determined the levels of formation of professional-oriented competence (Tables 2-3).

Table 2. Stages of the professional-oriented competence formation

Stages	Achieved results
1. The analytical cognitive stage	reproduces terms, specific facts, methods and procedures, basic concepts, rules and principles
2. The conceptual accumulating stage	describes the future consequences resulting from the available data; applies laws, theories in specific practical situation
3. The modelling stage	prepares projects, situations, speeches, reports, abstracts
4. The pragmatic creative stage	evaluates the significance of a particular product of activity

Table 3. The ratio of points and levels

Level	%	Points
High	100-80	6-10
Medium	79-50	5-9
Low	49	4

In our research, the content-integrated methodological principle is an approach to learning that is focused on achieving two goals. In this approach, the second language is used as a means of teaching the subject and at the same time is the object of study. Therefore, according to Makurina [29] the application of this approach can help you learn a foreign language without allocating additional classroom hours for its direct study, since it acts as a learning tool.

The importance of cognitive-communicative methodological principle predetermines that assumes possession of the whole complex cognitive-communicative behaviour as a set of norms and traditions of communication of people of a certain linguacultural community, which in turn leads to the fact that the pragmatic component in intercultural communication and cognitive-communicative behaviour, characteristic of the

linguistic culture of the studied language, is the cause of abuse in situations of intercultural communication, thus, this component implements the communication between the speaker, the utterance and the communicative context [30].

Conclusions

Author hopes that the research makes a certain theoretical and practical contribution to the development of a professional-oriented competence in future foreign language teacher. We offered a definition of professional-oriented competence as an ability and readiness to communicate in a foreign language in specific professional, business, scientific fields and situations taking into account the features of professional thinking. We also think that above mentioned competence can be successfully developed through content and language

integration that includes the following advantages as the possibility to study the content of the discipline; a lexical approach that allows students to notice and analyse language structures and lexical units, for example while reading a text; illustration of the studied language structures, etc. The principles of model constructing have been proposed. Based on the above principles the model of future foreign language teachers' professional-oriented competence development has been constructed. A system of tasks based on CLIL has been suggested and experimental work was provided to show the efficiency of the model designed. The course of the experimental work proved that organization of training aimed at future teachers' professional-oriented competence development on the basement of content and language integrated technologies facilitates the motivation of the students to acquire above mentioned abilities. Thus, describing the abilities acquired by students at every stage of professional-oriented competence formation can be characterized as follows. The future professional-oriented teacher:

- is able to formulate terms and notions independently and select an object to be tested based on the need arising in his practice and relating to different areas of his activity;
- is able to make logical and reasonable conclusion based on analysed information, express personal opinion about the problem under investigation with the identification of areas to be further developed or considered;

- is able to see the meaning and ideological content of his professional activity;
- can independently determine the goals and tasks of the problem and evaluate its relevance, as well as design a possible result of this work, and predict the degree of significance of this result for the solution of a specific problem in a particular area of the professional activity;
- has a creative imagination, ability to think critically, to consider the problem from different point of views, to apply the techniques for generating ideas and creative reflection;
- chooses the ways and methods of problem solving independently guided by the purpose, tasks and innovative approaches of his activity;
- can give an objective assessment of the research and prove the significance of the results with arguments;
- identifies the areas for practical application of the results and actively uses the results of his professional orientation in his everyday practice.

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None.

Conflict of Interest

None.

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Розвиток професійно-орієнтованої компетентності засобами мовно-змістової інтегрованої технології

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Анотація

Актуальність. Нещодавня аккультурація іншомовної освіти (ІМ) та рух до компетентнісного підходу висунули як мету формування професійно-орієнтованої компетентності. У цій статті представлено короткий огляд досліджень професійно-орієнтованої компетентності через інтегроване навчання змісту та мови в Республіці Казахстан.

Мета. Це дослідження має на меті допомогти оцінити сильні та слабкі сторони майбутніх вчителів у розвитку професійно-орієнтованої компетентності. Було вивчено літературу, що стосується теми, щоб зрозуміти, як покращити мовну та, загалом, вербальну комунікацію між викладачем та студентами.

Методологія. Методи, використані в цьому дослідженні, мають експериментальний характер і передбачають проведення тестів і завдань для певних груп піддослідних. Анкета була розроблена з метою отримання інформації про бачення майбутніми вчителями, які збираються працювати в профільній школі, використання змістово-мовної інтегрованої технології та діагностики можливих прогалин у професійних знаннях у цій галузі.

Результати. Побудовано модель формування дослідницької компетентності майбутніх учителів іноземних мов, запропоновано систему завдань на основі цифрових ресурсів та проведено дослідно-експериментальну роботу, яка показала ефективність розробленої моделі.

Висновки. Висновки цього дослідження підтверджують важливість професійно орієнтованої моделі розвитку дослідницької компетентності для досягнення більш ефективної комунікації з точки зору обміну інформацією та навчального процесу.

Ключові слова: мотив; містика; казахська література; проза; оповідання; містичне.